Nevada
DEPARTMENT
OF
EDUCATION

Instructional Materials

FOR THE

CRITERION REFERENCED TEST

Nevada

Grade 7

MATHEMATICS

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Types of Questions
The mathematics test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and constructed-response items for grades 4 through 8. To help prepare students for constructed-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With the use of these materials, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the constructed-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students. Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign constructed-response questions, students can use these tools as they develop their answers.

The types of questions on these documents allow for the assessment of different levels of cognitive demands, which are explained below. The questions are developed so that students can demonstrate mathematical thinking at multiple cognitive levels. Teaching students to identify, write, and use different levels of questioning skills as they assess various mathematical concepts can only lead to improved achievement on classroom, state, and national assessments. The use of this material will assist in the creation of a student who is a powerful mathematical thinker.

Cognitive Ability Levels
The assessment of mathematics as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Mathematics. The following are the three levels used in the state of Nevada:

Conceptual Understanding (A-1) – Students will be asked to apply and know facts and definitions. They also will be asked to use and relate models, diagrams, manipulatives or representations of concepts and principles, as well as extend the nature of concepts and principles. The students also will interpret assumptions and relations involving concepts and principles in mathematical settings.

Procedural Knowledge and Skill (A-2) – Students will be asked to use mathematical algorithms to efficiently complete a task. They can perform non-computational tasks such as rounding and ordering. Students also can produce or interpret tables, graphs and constructions. They will use reasoning to connect algorithms and skills to complete a given task.

Problem Solving (A-3) – Students will be asked to use strategies, data, models, and relevant mathematics effectively. They can generate, extend, and modify procedures to fit new situations. Student will be able to judge and document the validity and appropriateness of solutions in novel mathematical and practical situations.

Mathematical Content Literacy

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Mathematics Content and Process Standards. For example, mean, total, stem and leaf, and translate are terms used in the assessments at grade-appropriate levels and can have different meanings depending upon how the word is used.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state assessment as well as in classroom and district tests. Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing. This will be especially useful when students are working on the constructed-response items of the exam.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the mathematics materials or how to embed this information into your curriculum, please contact Dave Brancamp at dbrancamp@doe.nv.gov or call (775) 687-9133, and he will work with you on making these documents beneficial to you and your students.

Cindy Sharp
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Nevada Department of Education

Mathematics
Grade 7

This booklet contains mathematics questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

You may use the rubric below to help you do a good job when you are answering the written-response questions.

Score	Expectation
Full Credit	Your response addresses all parts of the question clearly and correctly. You use and label the proper math terms in your answer. Your response shows all the steps you took to solve the problem.
Partial Credit	Your response addresses most parts of the question correctly. Your response does not show all of your work or does not completely explain the steps you took to solve the problem.
Minimal Credit	Your response addresses only one part of the question correctly and explains the steps you took to solve that one part. In answering the remaining parts of the question, your response is incomplete or incorrect. Your response does not show all of your work or does not explain all of the steps you took to solve the problem.
No Credit	Your response is incorrect.

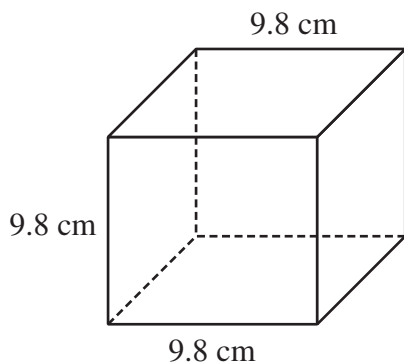**1** Which ratio is equivalent to $\frac{3}{4}$?

A $\frac{3}{12}$

B $\frac{9}{16}$

C $\frac{9}{12}$

D $\frac{4}{3}$

2 Carlie plans to paint each face of the cube shown in the diagram below.

9.8 cm

9.8 cm

9.8 cm

Which is the **best** ESTIMATE of the surface area of the cube?

A   486 cm^2
B   600 cm^2
C   729 cm^2
D   1000 cm^2

3 The table below shows the ages of the members of Isabelle's family.

Isabelle's Family

Name	Age
Dad	45
Mom	39
Isabelle	14
Jonny	11
Mary	8
LouAnne	3

Which statistical measure describes the difference in the ages of the oldest and youngest members of Isabelle's family?

A   mean
B   median
C   mode
D   range

Go On

4 What is the value of the expression
$5n - 4$ when $n = 1.2$?

    A   2
    B   2.2
    C   5.8
    D 56

5 The equation $2(5 + 7) = (2 \cdot 5) + (2 \cdot 7)$
illustrates what property?

    A associative property
    B commutative property
    C distributive property
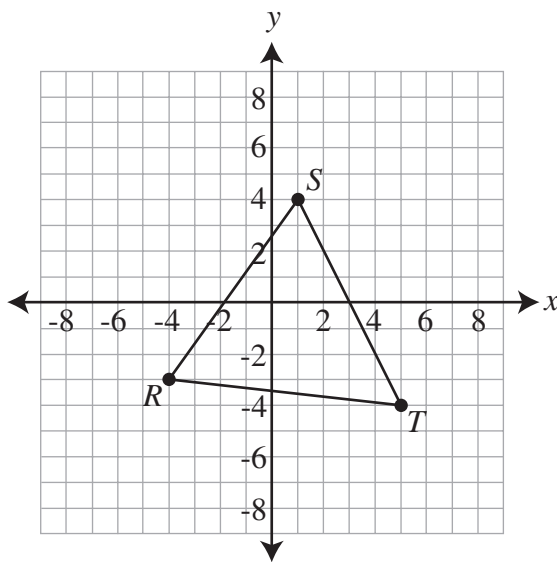   **D** identity property

6 In the diagram below, line *s* intersects line *l*
and line *r* .
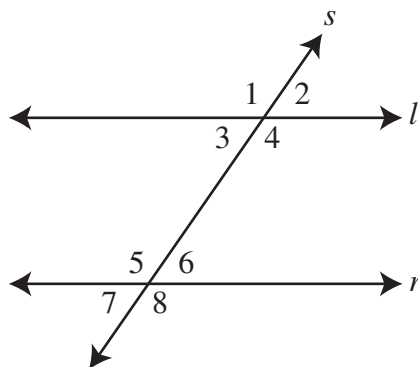
Which pair of angles in the diagram are
vertical angles?

    A $\angle 1$ and $\angle 2$
    B $\angle 3$ and $\angle 6$
    C $\angle 4$ and $\angle 7$
    D $\angle 5$ and $\angle 8$

Go On

**7** Triangle *RST* is graphed on the coordinate plane below.

What ordered pair describes the location of vertex *R* ?

A (-4, -3)
B (-3, -4)
C (-4, 0)
D (0, -4)

8 Lydia created a rectangle-shaped design that is 12 inches wide and 15 inches long. She plans to make an enlargement of the design that will be similar to the original design. The enlargement will be 80 inches wide. How long will the enlargement of the design be?

A 105 inches
B 100 inches
C   96 inches
D   60 inches

9 Triangle *XYZ* is a right triangle with legs measuring 8 cm and 15 cm, as shown below.
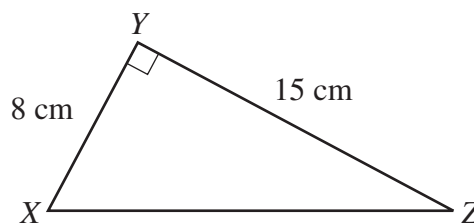
What is the length of $\overline{XZ}$?

A 23 cm
B 21 cm
C 19 cm
D 17 cm

Go On

> **Write your answer to Question 10 on a separate sheet of paper. Be sure to answer Parts A and B.**

10 The table below shows the number of boys and the number of girls in seventh grade at a school in the years 1985, 1990, 1995, and 2000 .

Boys and Girls in Seventh Grade

	Year			
	1985	**1990**	**1995**	**2000**
Boys	50	51	53	52
Girls	50	55	60	62

A Create a double bar graph to show the information in the table. Be sure the graph you create includes a title, axis labels, and a key.

B In which year was the difference between the number of boys in seventh grade and the number of girls in seventh grade the **least**? Explain your thinking.

11 What value of x would make the equation $\frac{2}{3} = \frac{8}{x}$ true?

A   3
B   9
C   12
D   24

**12** Cedric received 55 minutes of tutoring and then waited 12 minutes for the bus ride home. The bus arrived to take Cedric home at 3:47 P.M. At what time did Cedric's tutoring begin?

A   2:20 P.M.
B   2:40 P.M.
C   2:54 P.M.
D   3:04 P.M.

Go On

13 The ordered pairs (12, 7), (25, 20), (15, 10), and (8, 3) represent Xena's age (x) and Yuri's age (y) . The equation $y = x - 5$ describes the relationship between Xena's age and Yuri's age. Which graph best shows the relationship between their ages?
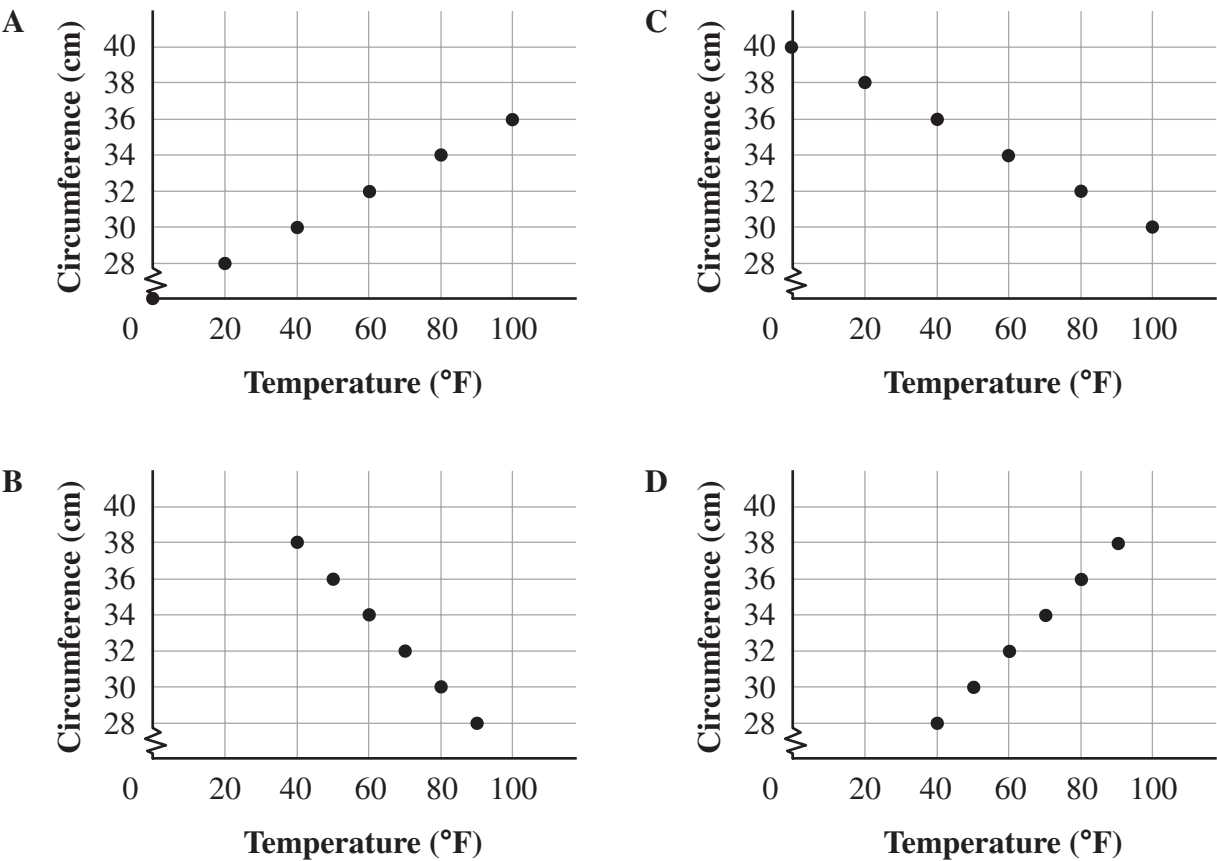
A

C

B

D

Go On
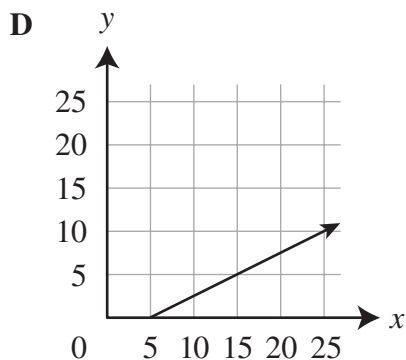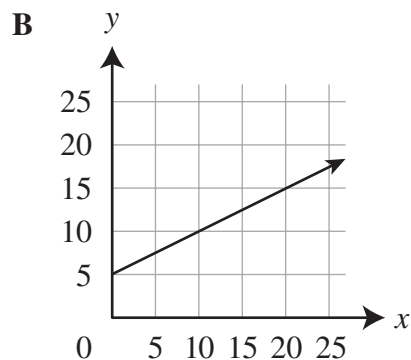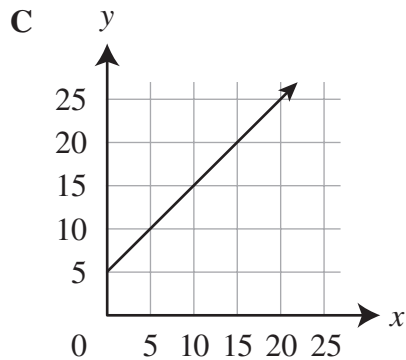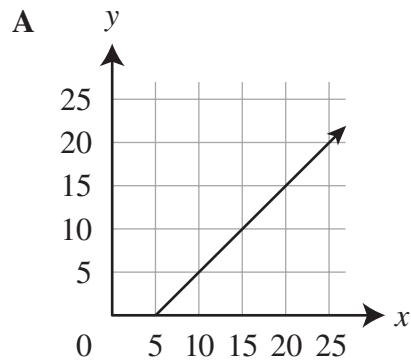
14 The table below shows the effect of heat on the circumference of an inflated balloon.

Effect of Heat on a Balloon's Circumference

Temperature	Balloon Circumference (in centimeters)
40°F	28 cm
50°F	30 cm
60°F	32 cm
70°F	34 cm
80°F	36 cm
90°F	38 cm

Which graph shows the same information as the table?

A

C

B

D

Go On

15 A full carton of milk contains 3.8 **liters** of milk. How many **milliliters** (ml) of milk does a full carton contain?

A 38000 ml
B 3800 ml
C 380 ml
D 38 ml

16 The table below shows the number of electric cars produced by a car company each year during the first six years of production.

Electric Car Production

| Year	Number of Electric Cars Produced
1	486
2	1,009
3	2,022
4	3,995
5	8,016
6	15,890

Based on the information shown in the table, which is the **best** prediction of the number of electric cars that will be produced by the company during year 7 of production?

A 16,000 cars
B 24,000 cars
C 32,000 cars
D 40,000 cars

17 A rental car company charges $14 per day plus $0.15 per mile driven to rent a car. Gino rents a car from the company for 7 days and drives the car n miles. Which expression could be used to determine the total cost, in dollars, of Gino's car rental?

A $21n + 0.15$
B $0.15n + 14 \cdot 7$
C $14n + 0.15 \cdot 7$
D $14.15n + 7$

18 Quadrilateral *STVR* is graphed on the coordinate plane below.
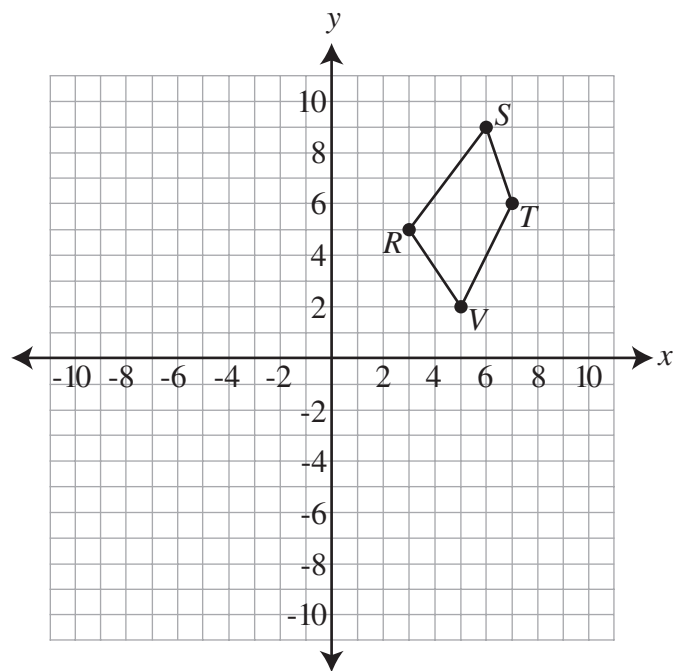

Quadrilateral *STVR* will be rotated 90° clockwise about the origin (0, 0) . What will be the new coordinates of point *R* ?

A (-5, 3)
B (-3, 5)
C (3, -5)
D (5, -3)

Go On

19 Jocelyn addressed 24 envelopes in 5 minutes. Jocelyn continues to address envelopes at the same rate. How many envelopes will she address in 60 minutes?

A   31 envelopes
B   79 envelopes
C   288 envelopes
D 1,440 envelopes

20 Manny used pieces of stained glass to create a design. In Manny's design, shown below, triangle *PYZ* is congruent to triangle *XYZ*, and triangle *PRZ* is congruent to triangle *XWZ* .
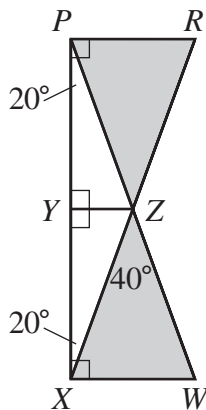
What are the measures of the three interior angles in triangle *PRZ* ?

A 70°, 70°, and 40°
B 50°, 60°, and 70°
C 40°, 60°, and 80°
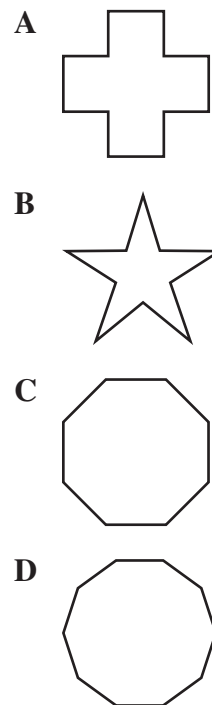**D** 20°, 70°, and 90°

21 Look at the numbers below.

$$\frac{1}{2}, \ 0.65, \ 47\%, \ \frac{2}{3}, \ 0.53$$

Which list shows the numbers in order from the **least** value to the **greatest** value?

A $47\%, \ \frac{1}{2}, \ 0.53, \ 0.65, \ \frac{2}{3}$

B $\frac{1}{2}, \ \frac{2}{3}, \ 0.53, \ 0.65, \ 47\%$

C $\frac{1}{2}, \ 47\%, \ 0.53, \ \frac{2}{3}, \ 0.65$

D $47\%, \ 0.65, \ \frac{2}{3}, \ \frac{1}{2}, \ 0.53$

22 Marina has a place mat in the shape of a regular decagon. Which appears to be the shape of Marina's place mat?
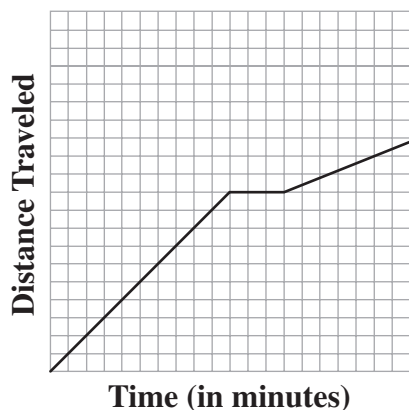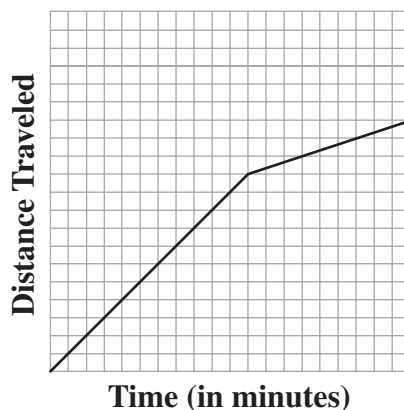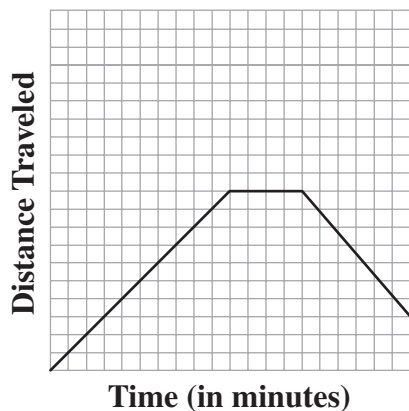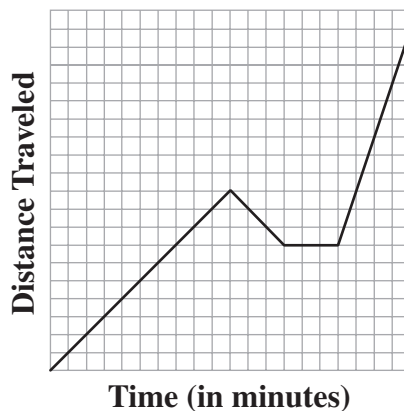
A

B

C

D

Go On

23 During P.E. class yesterday, Erin participated in three different activities: running laps, resting, and walking laps. The amount of time she spent on each activity is listed below.

- Running laps: 10 minutes
- Resting: 3 minutes
- Walking laps: 7 minutes

Which graph **best** represents the relationship between the distance Erin traveled and the amount of time Erin spent on the three activities?

A

Distance Traveled

Time (in minutes)

C

Distance Traveled

Time (in minutes)

B

Distance Traveled

Time (in minutes)

D

Distance Traveled

Time (in minutes)

24 A flight scheduled to depart at 11:53 A.M. was delayed until 1:10 P.M. How long was the flight delayed?

A 1 hour 7 minutes
B 1 hour 17 minutes
C 2 hours 3 minutes
D 2 hours 43 minutes

25 A concert manager estimates that attendance will be 36,500 people at the first concert of the season and 42,000 people at the second concert of the season. Tickets cost between $10 and $25 per person. Which is the **best** ESTIMATE of the total amount of money that will be received in ticket sales for the two concerts?

A between $350,000 and $450,000
B between $500,000 and $750,000
C between $780,000 and $2,000,000
D between $2,030,000 and $2,140,000

Go On

26 The 30 students in a third-grade class and the 30 students in a seventh-grade class recorded the total number of hours, rounded to the nearest hour, that each student spent studying during a 5-day period. The histogram below represents the information the students recorded.

Third Graders' Time Spent Studying in 5 Days

Seventh Graders' Time Spent Studying in 5 Days
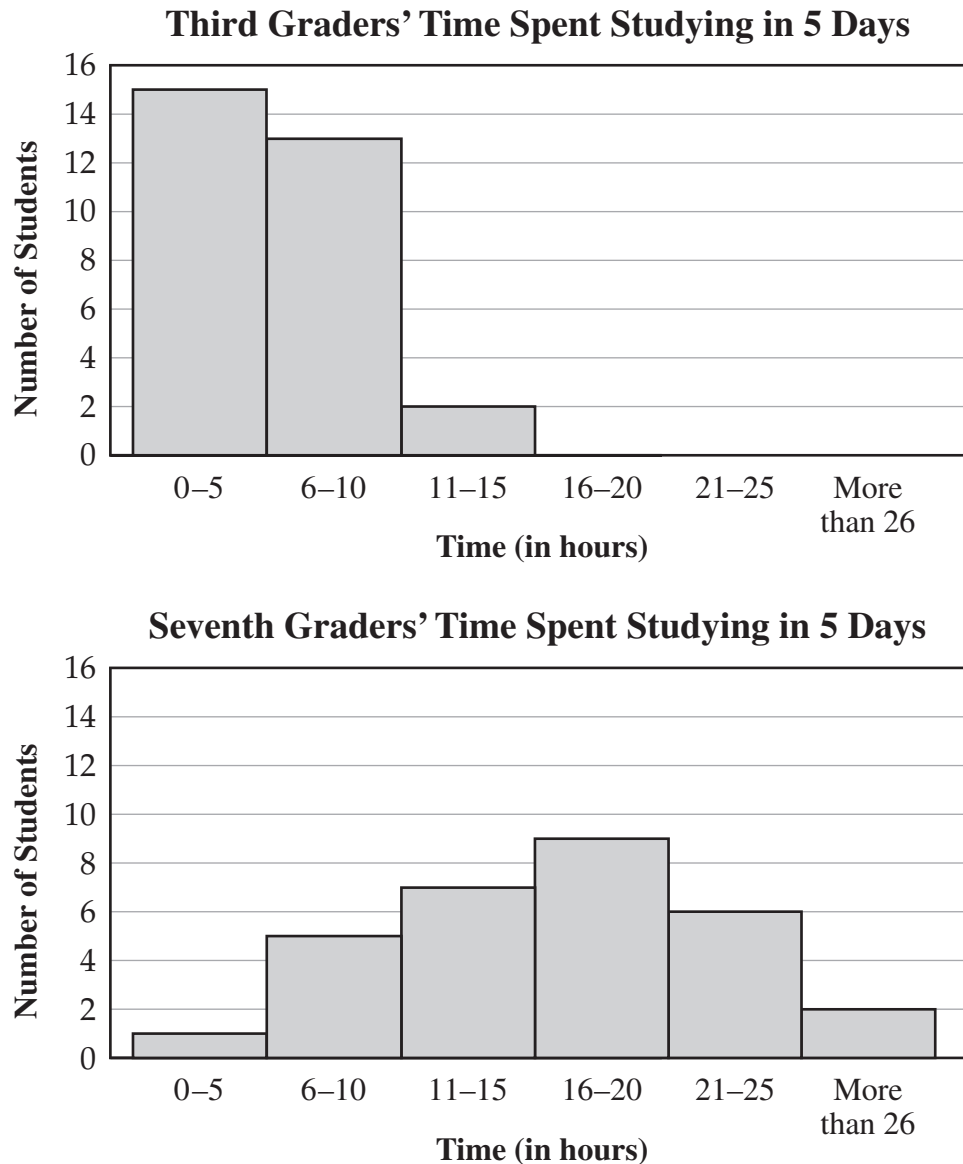
Based on the histogram, which statement is true?

A The data for the third-grade students has more outliers than the data for the seventh-grade students.

B The seventh-grade students spent less time studying than the third-grade students.

C There is a greater range in the amount of time the third-grade students spent studying than the seventh-grade students spent studying.

D There is more variability in the amount of time the seventh-grade students spent studying than the third-grade students spent studying.

Go On

27 The lines graphed on the coordinate plane below intersect to form polygon *PRSTV* .
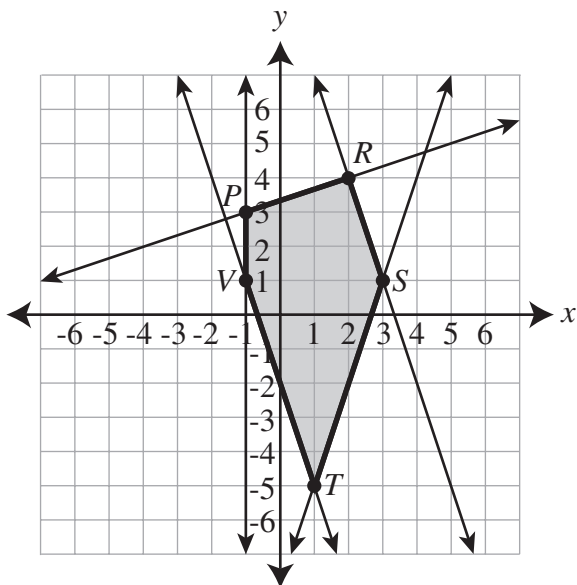

Which side of polygon *PRSTV* is on a line with a slope of 3 ?

A $\overline{PR}$

B $\overline{ST}$

C $\overline{TV}$

D $\overline{VP}$

28 To make 10 pints of a special color of paint, Nancy mixes 6 pints of red paint and 4 pints of blue paint. Which proportion could be used to determine the number of pints of red paint (*r*) Nancy needs to use to make 40 pints of the special color of paint?

A $\frac{6}{4} = \frac{40}{r}$

B $\frac{6}{2} = \frac{r}{40}$

**C** $\frac{6}{4} = \frac{16}{r}$

D $\frac{6}{4} = \frac{r}{16}$

29 Mr. Malone will give a total of $20 in allowances to his children this month. He plans to give each of his 2 children at least $5 in allowance. Which graph **best** shows the range of the amount of allowance one child may receive?

Go On
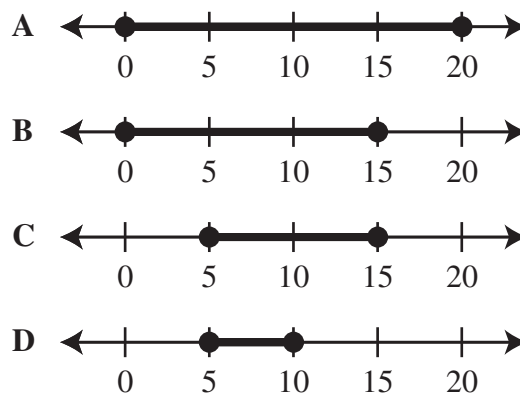
> **Write your answer to Question 30 on a separate sheet of paper. Be sure to answer Parts A and B.**

30 The diagram below models a way to align one side of an equilateral triangle and one side of a square to determine the sum of the measures of the interior angles in a pentagon.
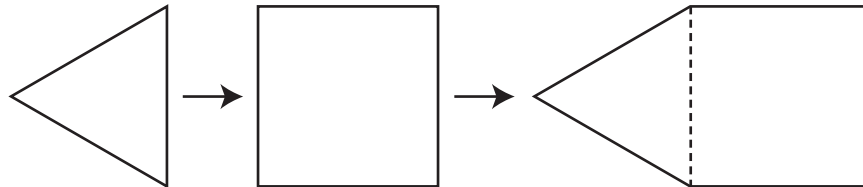
    A What is the sum of the measures of the interior angles in a pentagon? Use the diagram or create a different diagram to explain your thinking.

    B Jimmy thinks the sum of the measures of the interior angles in a hexagon is found by finding the product of 6×180. Create a diagram to explain why Jimmy is **incorrect**.

---

31 Which expression is equivalent to $|\text{-}3| - |3|$?

    A $3 - 3$
    B $\text{-}3 - 3$
    C $3 + 3$
    D $\text{-}3 + \text{-}3$

Go On

32 The tally table below shows the average number of hours per day that each of 25 students listens to music.

Daily Music Listening

Average Number of Hours per Day	Number of Students
0		
1				
2	
3	~~||||~~ ~~||||~~ |||
4	~~||||~~
5				

Based on the information in the tally table, exactly how many students listen to music for an average of 4 hours per day?

A 1 student
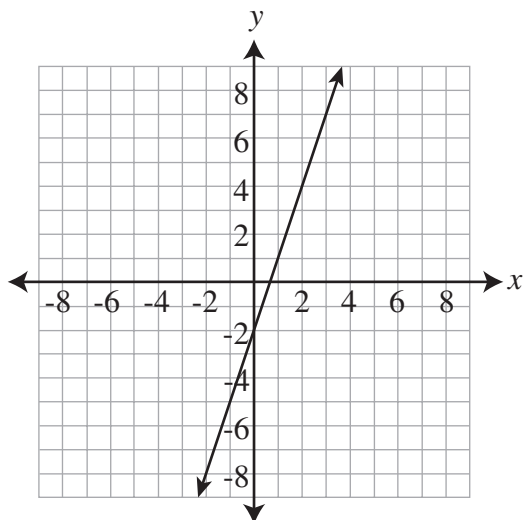**B** 3 students
C 5 students
D 13 students

33 Which length is **closest** in measure to 1 inch?

A 1 centimeter
B 1 decimeter
C 1 meter
D 1 millimeter

34 Ashlee received a score of $\frac{21}{25}$ on her math test. What is her score as a percent?

A   0.84%
**B**   1.19%
C   84%
D 119%

Go On

35 The equation $y = 3x - 2$ is graphed on the coordinate plane below.

Which set contains only ordered pairs that are solutions of the equation $y = 3x - 2$?

A {(0, -2), (1, -1), (2, 4)}
B {(1, 1), (0, -1), (-2, -8)}
C {(2, 4), (1, 0), (0, -2)}
D {(3, 7), (1, 1), (-1, -5)}

36 Jesse has a rectangular garden with length 12 yards and width 9 yards. He plans to put a fence around the outer edge of the garden. He will also divide the garden into four sections by putting fence between opposite corners of the garden, as shown by the dashed line segments in the diagram below.
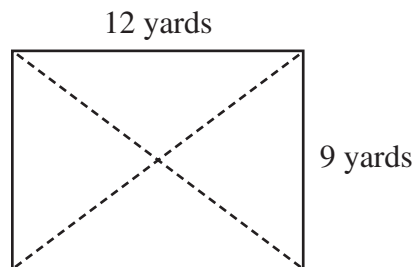
12 yards

9 yards

What is the **least** amount of fencing Jesse needs for his garden?

A 57 yards
B 63 yards
C 72 yards
D 84 yards

Go On

37 Four planners projected the growth in a city's population during a 10-year period. Each planner's projection of the amount of growth in the city's population is listed below.

- Planner A: $\frac{1}{3}$

- Planner B: $\frac{2}{5}$

- Planner C: 25%

- Planner D: 37%

At the end of the 10-year period, the actual growth in the city's population was 0.35 . Which planner's projection was **closest** to the actual growth in the city's population?

A planner A
B planner B
C planner C
D planner D

38 The stem-and-leaf plot below shows the scores of 25 students on a 50-point project.
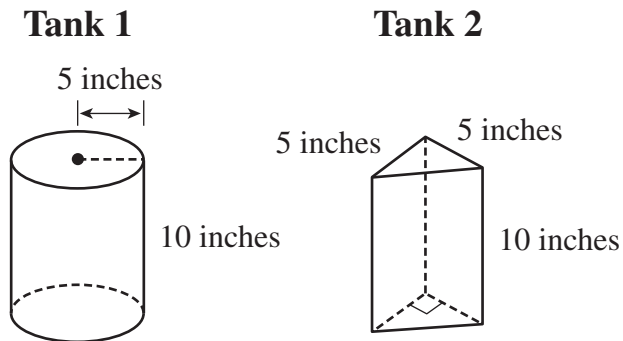
Students' Project Scores

```
0 |
1 | 1
2 |
3 | 5 5 6 6 7 7 8 9 9 9 9
4 | 0 1 1 2 2 3 7 7 7 8 8 9
5 | 0
```
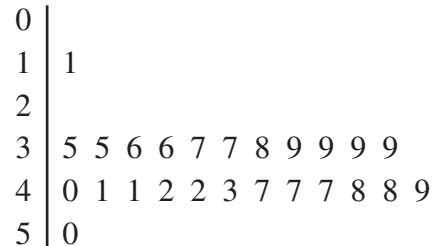
Key
5 | 0 = 50

Which score is **most** likely an outlier?

A 11
B 39
C 40
D 50

Go On

39 Jerry has two fish tanks. One tank is shaped like a cylinder, and the other tank is shaped like a triangular prism, as shown below.

Tank 1   **Tank 2**

5 inches


5 inches   5 inches

10 inches   10 inches

Jerry estimates that the volume of tank 1 is about 750 cubic inches. Which statement **best** compares the volumes of the two fish tanks?

A Tank 2 has about the same volume as tank 1 .

B Tank 2 has about one-third the volume of tank 1 .

C Tank 1 has about twice the volume of tank 2 .

D Tank 1 has about six times the volume of tank 2 .

40 Look at the diagram below.
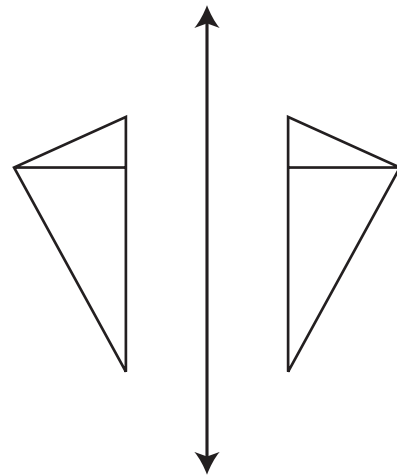
Which one-step transformation is shown in the diagram?

A reflection
B rotation
C slide
D turn

Go On

STOP

You may want to go back and check your answers or answer questions you did not complete.

Appendix I

Scoring Support Materials

Nevada

Grade 7

MATHEMATICS

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level	Item Number	Correct Answer	Content Cluster	Ability Level
1	C	C1	A1	21	A	C1	A2
2	B	C3	A2	22	D	C3	A1
3	D	C4	A1	23	A	C2	A3
4	A	C2	A2	24	B	C3	A2
5	C	C1	A1	25	C	C1	A3
6	D	C3	A1	26	D	C4	A3
7	A	C2	A1	27	B	C3	A2
8	B	C3	A3	28	D	C3	A1
9	D	C3	A2	29	C	C2	A2
10	*	C4	A3	30	*	C3	A3
11	C	C1	A2	31	A	C1	A2
12	B	C3	A3	32	C	C4	A1
13	A	C2	A3	33	A	C3	A1
14	D	C4	A2	34	C	C1	A2
15	B	C3	A2	35	D	C2	A2
16	C	C4	A3	36	C	C3	A3
17	B	C2	A1	37	A	C1	A3
18	D	C3	A2	38	A	C4	A1
19	C	C1	A3	39	D	C3	A3
20	A	C3	A3	40	A	C3	A1

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

Detailed objectives for Content Standards and Ability Levels can be found on the Nevada Department of Education Website.

Question: 10

Score	Description
3	Student scores 3 points.
2	Student scores 2 – 2.75 points.
1	Student scores 0.25 – 1.75 points.
0	Student's response provides insufficient evidence of appropriate skills or knowledge to successfully accomplish the task.
Blank	No student response.

Description of Score Points:

Part A: score 2.0 points correct bar graph

           deduct 1.0 point for incorrect intervals

           deduct 0.25 point for each incorrect bar height, based on intervals chosen

           deduct 0.25 points for each incorrect or missing title, axis label, or key

           OR

      score 0.5 point some correct procedure

Part B: score 1.0 point correct answer
      OR
      score 0.5 point incorrectly answers 1990, disregarding the difference of zero in 1985
               OR
   incorrect answer due to correctly reading a graph with incorrect bar heights

Sample 3-Point Answer:

Part A: A correct and complete double bar graph has titles, axis labels, and a key.
Check for the following:

- Vertical axes are labeled.

- Intervals for vertical axis are evident, beginning with 0 at origin (which need not be labeled) and distances between intervals are equal.

- Double bars for each year are labeled along the horizontal axis and evenly spaced.

- Bars representing the number of boys use different patterns/shading than bars representing the number of girls, consistent with the key.

- Bars for boys should reach these values: 1985 (50), 1990 (51), 1995 (53), and 2000 (52).

- Bars for girls should reach these values: 1985 (50), 1990 (55), 1995 (60), and 2000 (62).

Sample graph:

Boys and Girls in Seventh Grade
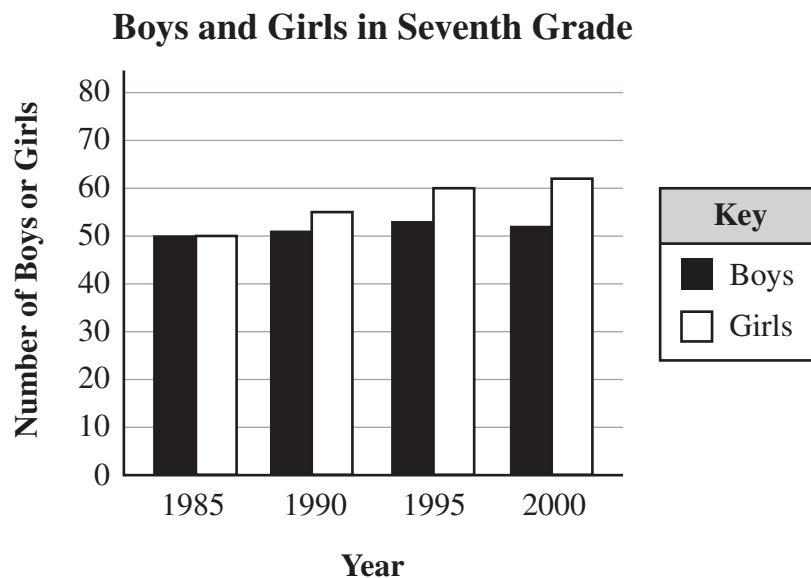
Part B: 1985

Question: 30

| Score	Description
3	Student scores 3 points.
2	Student scores 2 – 2.5 points.
1	Student scores 0.5 – 1.5 points.
0	Student's response provides insufficient evidence of appropriate skills or knowledge to successfully accomplish the task.
Blank	No student response.

Description of Score Points:

Part A: score 2.0 points   correct answer with complete explanation using a diagram
OR
score 1.5 points   correct answer with incomplete explanation using a diagram
OR
score 1.0 point   correct answer with complete explanation in words only, not using a diagram
OR
incorrect answer due to a calculation error, with complete work shown
OR
score 0.5 point   some correct procedure
OR
vague explanation only

Part B: score 1.0 point   complete explanation using on a diagram
OR
score 0.5 point   complete explanation in words only, not using a diagram
OR
incomplete or vague explanation based on a diagram

Question: 30 (continued)

Sample 3-Point Answer:
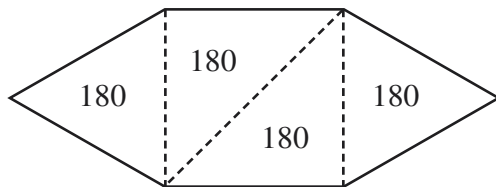
Part A: 540°   **Sample explanation:**
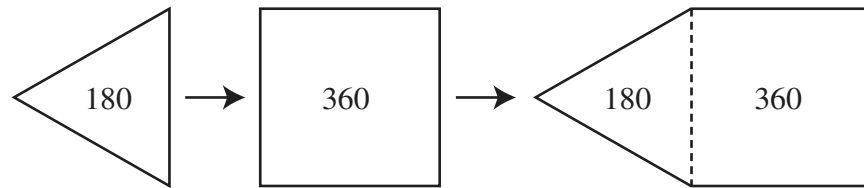
So, 180 + 360 = 540

Part B: Answers may vary. Diagram must indicate that the sum of the measures of the interior angles of a hexagon is 720°, not 1080°.

Sample diagram:

So, 4 x 180 = 720 for a hexagon, not 6 x 180

Appendix II

Administrative Support Materials

Grade 7

MATHEMATICS

Name: _____

Answer Document

Mathematics

1. Ⓐ Ⓑ Ⓒ Ⓓ	21. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ	22. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ	23. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ	24. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ	25. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ	26. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ	27. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ	28. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ	29. Ⓐ Ⓑ Ⓒ Ⓓ
10. Written Response	30. Written Response
11. Ⓐ Ⓑ Ⓒ Ⓓ	31. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ	32. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ	33. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ	34. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ	35. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ	36. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ	37. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ	38. Ⓐ Ⓑ Ⓒ Ⓓ
19. Ⓐ Ⓑ Ⓒ Ⓓ	39. Ⓐ Ⓑ Ⓒ Ⓓ
20. Ⓐ Ⓑ Ⓒ Ⓓ	40. Ⓐ Ⓑ Ⓒ Ⓓ

WRITTEN RESPONSE
MATHEMATICS

STOP

DO NOT WRITE IN THIS SPACE

DO NOT WRITE IN THIS SPACE

STOP

GRADE
7

Nevada Department of Education

Nevada
DEPARTMENT
OF
EDUCATION

Keith W. Rheault
Superintendent of Public Instruction

Office of Assessment, Program Accountability, and Curriculum
775-687-9188

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